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ABSTRACT

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of marketing education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For marketing education, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These topics are included in the curriculum: advertising and sales promotion, fashion merchandising, marketing and merchandising, ownership, management, and sales. Materials provided for each subject include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

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TEACHER HANDBOOK

MARKETING EDUCATION

VOCATIONAL EDUCATION

North Carolina Competency-Based Curriculum
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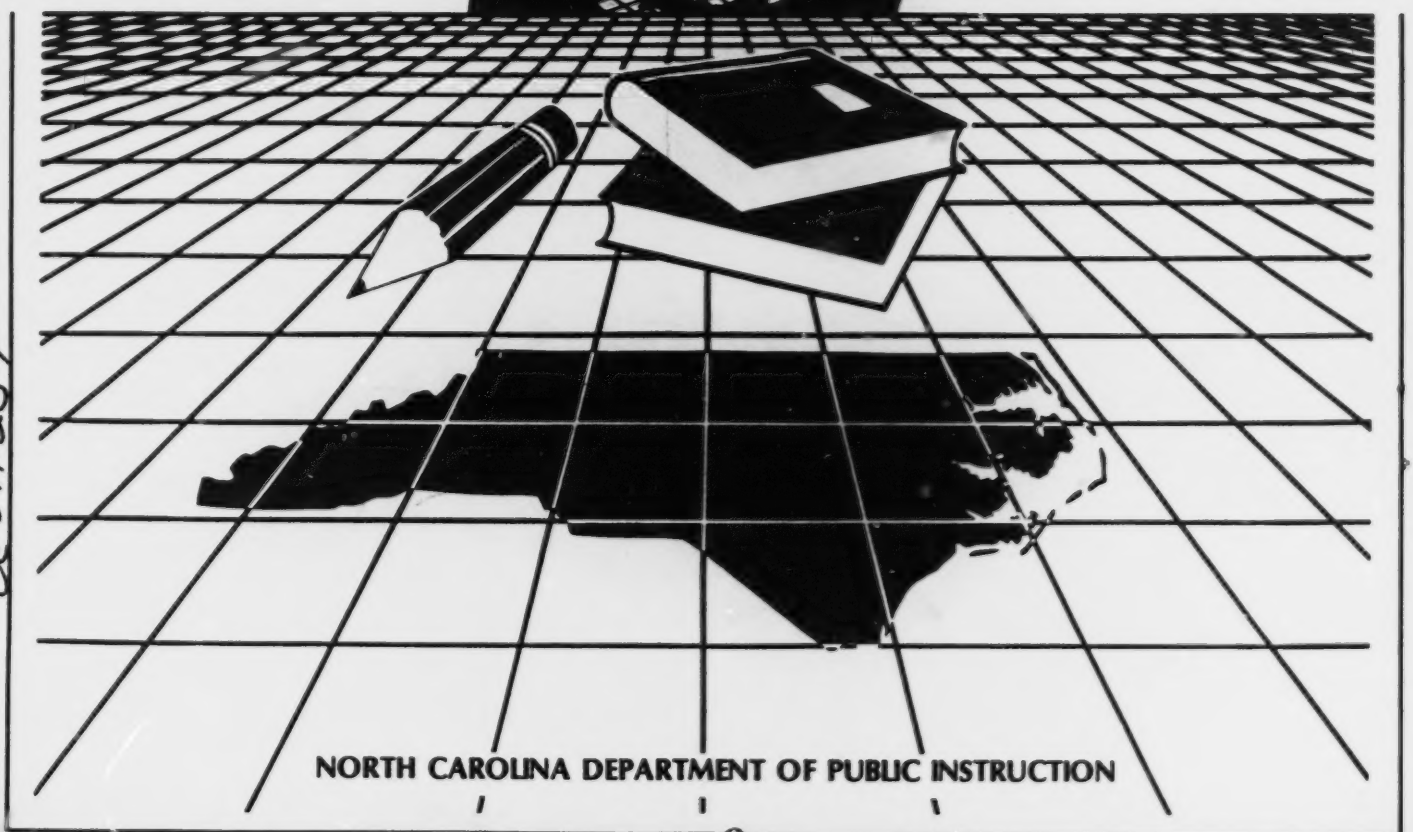

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NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

TEACHER HANDBOOK

VOCATIONAL EDUCATION

MARKETING EDUCATION

GRADES 9-12

North Carolina Competency-Based Curriculum

Division of Vocational Education
Instructional Services
North Carolina, Department of Public Instruction

Raleigh, North Carolina
1985

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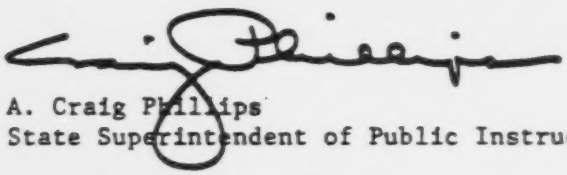
Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.



A. Craig Phillips
State Superintendent of Public Instruction

Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb

Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the

school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers.
   (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer.
   (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer.
   (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing.
   (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help.
   (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions.
   (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

   a. repeats from memory
   b. repeats other
   c. repeats in sequence
   d. choral response
   e. spells
   f. gives/receives information
   g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

   a. sounds letters
   b. names pictures, objects, colors, letters
   c. copies letter, number, work (learned)
   d. gives/follows directions
   e. describes situation, event
   f. reports experience (2+ thoughts)
   g. describes situation, event
   h. recognizes word (sight words)
   i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
   j. asks/gives permission
   k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

   a. sounds out word
   b. classifies (1 attribute)
   c. counts
   d. adds/subtracts
   e. uses units, tens
   f. compares letters, numbers
   g. copies letters(s), number(s)--learning
   h. gives class name (vehicle, etc.)
   i. identifies similarities, differences
   j. asks/gives reason (opinion)
   k. names sensation
   l. performs learned task or process
   m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
   n. makes comparisons
   o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

   a. classification (2+ attributes)
   b. directs learning game
   c. creates arithmetic problem
   d. writes/types sentence
   e. asks/tells who, what, or where
   f. seriates (alphabetizes)
   g. applies previous learning to new situation
   h. reads (thought unit)
   i. selects and carries out process

5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.

   a. verifies equation balance
   b. infers feeling or motive
   c. infers causality (tells why)
   d. cites evidence for conclusions

6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

   a. elaborates on picture or story
   b. proposes plan or rule
   c. play-acts
   d. makes up story
   e. makes fantasied object (e.g., sand or clay)
   f. makes common object (e.g., sand or clay)
   g. draws/colors common object
   h. draws/colors fantasied object
   i. makes predictions based on available facts

7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.

   a. compares with criteria or rule
   b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

a. reads
b. spells
c. identifies something by name
d. defines meaning of term
e. gives a specific fact
f. tells about an event

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

a. recognizes symbol
b. cites rule
c. gives chronological sequence
d. gives steps of process, describes method
e. cites trend
f. names classification system or standard
g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

a. states generalized concept or idea
b. states a principle, law, or theory
c. tells about organization or structure
d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

a. restates in own words or briefer terms
b. gives concrete example of an abstract idea
c. verbalizes from a graphic representation
d. translates verbalization into graphic form
e. translates figurative statement to literal statement or vice versa
f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

   a. gives reason (tells why)
   b. shows similarities or differences
   c. summarizes or concludes from observation of evidence
   d. shows cause and effect relationship
   e. gives analogy, simile, metaphor
   f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

   a. applies previous learning to a new situation
   b. applies principle to new situation
   c. applies abstract knowledge in a practical situation
   d. identifies, selects, and carries out process

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

   a. distinguishes fact from opinion
   b. distinguishes fact from hypothesis
   c. distinguishes conclusions from statements which support it
   d. points out unstated assumption
   e. shows interaction or relation of elements
   f. points out particulars to justify conclusion
   g. checks hypothesis with given information

h. distinguishes relevant from irrelevant information
i. detects error in thinking
j. infers purpose, point of view, thoughts, feelings
k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

   a. reorganizes ideas, materials, processes
   b. produces unique communication or divergent idea
   c. produces a plan, proposed set of operations
   d. designs an apparatus
   e. designs a structure
   f. devises scheme for classifying information
   g. formulates hypothesis, intelligent guess
   h. makes deductions from abstract symbols, propositions
   i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

   a. evaluates something from evidence
   b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals:	broad statements of general direction or purpose.
Objectives:	specific statements of what the student will know or be able to do.
Measures:	a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

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Marketing Education

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

VOCATIONAL EDUCATION

PURPOSE AND OVERVIEW

The overall mission of vocational education in the public schools is to provide a program capable of meeting the individual needs, interests, abilities, and aspirations of each student which is realistic in light of actual or anticipated opportunities for gainful employment, advanced education, and practical life application.

Specific purposes of vocational education are to:

1. Prepare individuals for entry-level employment in recognized occupations, new occupations, and emerging occupations at various levels of competence.

2. Prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education.

3. Provide individuals with laboratory experiences and activities which assist them in the making of informed and meaningful occupational choices, and/or which serve as the foundation for skilled vocational-technical education.

4. Provide individuals with laboratory experiences and activities which assist them in: (a) making informed consumer decisions; and (b) the application of practical life skills.

Competency-based courses are offered in eight vocational program areas:

1. Prevocational Education
2. Agricultural Education
3. Business and Office Education
4. Marketing Education
5. Health Occupations Education
6. Home Economics Education
7. Industrial Arts Education
8. Trade and Industrial Education

Vocational education provides appropriate programs and/or supportive services for persons who have academic, socioeconomic, and/or other disadvantages or handicaps that prevent them from succeeding in regular programs. It serves both in-school and out-of-school youths as well as

adults.* Guidance, placement, and follow-up are also integral components of this program.

Target Groups

The major target group to be served by vocational education programs are youths in grades 7-12. In planning a vocational education competency-based curriculum, the following groups are listed in priority order for determining which target populations are to be served:

1. Students desiring immediate employment upon termination of high school. This group may include those who drop out or who graduate from high school, and desire to enter directly into the labor force.

2. Students who will engage in nongainful employment. This group includes students who apply their vocationally-related skills in situations without receiving pay. Examples are homemakers and volunteers.

3. Students who will engage in post-secondary training and education at less than the baccalaureate degree level. This group includes those persons who will pursue one-year, two-year, or other training programs in business schools, apprenticeship programs, technical colleges, and technical institutes, but who will not pursue a four-year college program. It may also include students who go directly into the military from high school.

4. Students who will pursue four-year or longer-term college degrees in fields related to vocational program areas.

5. Students who pursue nonvocationally-related college programs and who wish to develop practical life skills related to vocational educational and/or to develop certain vocationally-related skills transferable to other career settings.

*NOTE: For purposes of this publication, "youths" is defined as persons between the ages of five and eighteen. "Adults" refers to the those persons over the age of eighteen. This is in support of, and not in conflict with, adult education provided by the community college system.

Philosophy

The State Board of Education has responsibility for providing direction and leadership to vocational education. This leadership is provided through the Master Plan for Vocational Education and other federally required plans.

The Master Plan encompasses all activities and programs, provides the framework for all other plans, and incorporates the vocational education philosophy of the State Board of Education. Implied within the philosophy of the State Board of Education are the following:

1. Vocational courses should be open to students regardless of race, sex, national origin, or handicapping conditions. Appropriate programs should be made available to students who have left high school and wish to pursue a course of study.

2. Teaching transferable skills and knowledge is important in preparing students to become adaptable in a changing work environment.

3. General education and vocational education are interdependent. General education programs should provide an awareness of career opportunities in their fields and how each is applied in the world of work. Vocational instruction should provide opportunities for students to apply communication and computation skills and other general education learnings to special occupational areas.

4. Employment needs and student aspirations should determine which occupational programs to offer with employment needs taking priority.

5. High quality vocational education programs require extensive planning with policies and guidelines from the state and federal government providing direction.

6. Input from local advisory committees, employment data, student surveys, and student follow-up are all necessary in planning, implementing, and evaluating local vocational programs.

7. Each student should be furnished written documentation of specific competencies achieved through participation in a vocational education program.

8. Counselors and all vocational teachers should form linkages with business, industry, and the community to increase the relevance of school for the work place. As a result, students should have the opportunity to participate in cooperative work experiences, internships, shadowing, and apprenticeships.

9. All students in vocational education should have an opportunity to develop and extend their learnings through participation in active vocational student organizations. The program of work for each

organization should be based on instructional competencies and be an integral part of the vocational program.

10. Strong vocational guidance, counseling, job placement, and follow-up services should be available to assist students in planning for their careers and enrolling in appropriate courses.

Planning and Designing the Curriculum

Trends in our society, as well as specific factors in the economy, technology, educational system, and the labor market influence planning an appropriate vocational education program. Vocational education planners need to design programs which will accommodate:

1. The availability of resources.
2. Changes in population characteristics.
3. Labor needs in new and emerging occupations, including small business ownership.
4. Labor needs in existing occupations with greater than average anticipated growth.
5. The rapid rates of increase in employment projected for the service sector of the public and private economy.
6. A projected decrease in occupations requiring a four-year college preparation.
7. The rapid changes in consumer technology.
8. Changes in individual and family lifestyles.

When designing the curriculum for a given school or the total school system, local planning personnel will need to organize a comprehensive and appropriate sequence of vocational offerings for students enrolled in grades 7-12 based on an assessment of the (1) student needs, interests, and aspirations, and (2) labor market demands and projections.

The following figure illustrates the minimal/ideal number of vocational program areas from which offerings may be selected to accommodate the elective program for a balanced, comprehensive secondary school system.

COURSE OF STUDY

MINIMUM PROGRAM	DESIRABLE PROGRAM	HIGHLY DESIRABLE PROGRAM*
Prevocational Program	Prevocational Program	Prevocational Program
PLUS	PLUS	PLUS
Introductory/Skill Development in a Single Sequence in no less than Three Program Areas	Introductory/Skill Development in Multiple Sequences in no less than Five Program Areas	Skill Development in Multiple Sequences in Seven Program Areas
		PLUS
		Specialized Non-sequenced Courses

*In a highly desirable program, students would also be provided the opportunity to participate in independent study or independent study combined with challenge exams for credit in programs which cannot be offered as formal courses in the school system.

Priority is to be given to the vocational skill development component of the program. However, planning must ensure that through the selection and combination of specific course offerings from the eight program areas, all students in grades 7-12 are given a chance to explore the world of work, begin to appraise their own individual talents, interests, aptitudes, and obtain vocational knowledge, skills, and attitudes in preparation for advanced training activities and/or practical life situations.

Within any program area of vocational education, the scope and sequence of course offerings may vary from district to district. In some program areas, it may take three or four courses to have a basic program while other program areas may require only one or two. What is basic in vocational education in any of the eight program areas is dependent upon the unique needs of an individual school district. To determine what is basic to a particular program area contact the district vocational education coordinator and review the Vocational Education: Program of Studies, Revised.

MARKETING EDUCATION

Program Description

The mission of Marketing Education is to prepare students for initial employment and advancement in marketing, merchandising, and management of enterprises engaged in marketing. The instructional program includes subject matter and learning experiences related to the performance of activities that direct the flow of goods and services from the producer to the consumer.

Emphasis is on the development of attitudes, skills, and knowledge related to marketing, merchandising, management, and business ownership. Individuals are prepared to perform one or more of the marketing functions such as: selling, buying, pricing, promoting, financing, transporting, storing, marketing research, and marketing management. In addition, instructional courses include varying emphasis on technical knowledge of products or services marketed. Special emphasis is placed on providing students with cooperative and other work experiences which allow for the practical application of the knowledge and skills acquired in the classroom.

Through Marketing Education, students develop those basic competencies which enable them to pursue further training in their chosen marketing careers.

Opportunities to develop leadership, social, civic, and vocational skills in marketing are provided through the Distributive Education Clubs of America (DECA), the vocational student organization for Marketing Education students. As an integral part of the instructional program, students engage in activities that extend their interests, knowledge, skills, and attitudes in selected aspects of marketing. These organized activities help to familiarize business people, faculty, parents, and other students with the Marketing Education Program.

Learning Outcomes

The broad objectives for students enrolled in Marketing Education are to enable them to:

1. Make realistic career choices in marketing.
2. Attain their occupational objectives in marketing.
3. Increase their occupational efficiency through classroom instruction, individual projects, on-the-job training, merchandising laboratory experiences, internships, and co-curricular student organization activities.

4. Develop an understanding and appreciation of the social and economic values of the production, distribution, and consumption of goods and services.

5. Develop initiative and leadership.

6. Develop the desire to further their education in the field of marketing.

Scope and Sequence of Marketing Education

The total scope and sequence of Marketing Education includes varied program offerings for students in grades 9 through 12. Students may enter and progress through one of several program sequences in order to achieve their major objectives in Marketing Education. The determination of which sequence(s) of offerings to make available to students in a local education agency should be based upon a documented assessment of the needs and interests of students, the employment needs and resources of the community, program enrollment, and the availability of qualified teaching personnel.

The chart that follows represents the scope and sequence of program offerings for a given situation in which a comprehensive Marketing Education program is desirable and possible.

SAMPLE SCOPE AND SEQUENCE FOR MARKETING EDUCATION

Grades 9-10	Grades 10-12	Grades 11-12	Grades 11-12
Introduction to Marketing (Y)	*Marketing (Y)	*Marketing and Merchandising (Y)	*Marketing, Merchandising, and Management (Y)
	*Fashion Merchandising (Y)	*Fashion Merchandising and Management (Y)	LEVELS I and II
	Sales Fundamentals (Y)	Sales and Management (Y)	* SPECIALIZED OFFERINGS
	**Fundamentals of Selling (S) and **Fundamentals of Advertising (S)		
	Advertising and Sales Promotion (Y)	Advertising Design and Sales Promotion (Y)	Marketing, Management, and Ownership (Y)

NOTE: Y = 1 year S = 1 semester

Courses are shown at first grade level to be offered and may be offered at any succeeding grade level.

*Cooperative work experiences, internships, and/or production work activities are strongly encouraged for each student enrolled at this level.

**NOTE: Competency listings and test item banks for Fundamentals of Selling and Fundamentals of Advertising are included in Sales Fundamentals and Advertising and Sales Promotion, respectively.

In addition to the traditional offerings, the more comprehensive programs in Marketing Education may include one or more course options or specialized offerings based upon the needs of the local community. Several possible local offerings that focus on either a specific marketing function or a specialized product/service technology are identified below:

Those that Focus on Specialized Marketing Functions:

- Marketing Research
- Retail Merchandising
- Sales Promotion
- Visual Merchandising

Those that Focus on Specialized Product and Service Technology:

- Food Marketing & Mgmt
- Floristry Design & Mgmt
- Hotel & Motel Mgmt
- Service Station Marketing & Mgmt
- Tourism Marketing & Mgmt
- Inventory Management
- Wholesaling

Advertising and Sales Promotion Outline

1. Advertising and Sales Promotion Functions
2. Advertising Industry Operations
3. Planning and Designing Advertising
4. Advertising and Sales Promotion Media and Special Events
5. Budgeting and Scheduling Advertising
6. Selecting Merchandise to Advertise

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12

Skills/Subject Area: Advertising and Sales Promotion

COMPETENCY GOAL 1: The learner will demonstrate an understanding of the functions of advertising and sales promotion.

Objectives	Measures
1.1 Describe the relationship of advertising to the marketing process.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
1.2 Recognize the ultimate goal of advertising is to sell goods and services.	
1.3 Describe how advertising helps stabilize volume.	
1.4 Recognize that advertising can produce immediate sales or create a favorable attitude toward the store for future sales.	
1.5 Describe how advertising builds goodwill in customers.	
1.6 Describe how advertising helps to build customer loyalty for the store and for individual departments.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12

Skills/Subject Area: Advertising and Sales Promotion

COMPETENCY GOAL 2: The learner will demonstrate an understanding of how the advertising industry operates.

Objectives	Measures
2.1 Recognize career opportunities related to advertising and sales promotion.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
2.2 Identify various advertising terms such as point of purchase advertising, headline, layout, and thumbnail.	
2.3 Identify the manner in which an advertising agency functions.	
2.4 Demonstrate knowledge of consumer marketing research including market segmentation and specific selling techniques.	
2.5 Identify the stages an advertising art department follows in the production of an ad.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12

Skills/Subject Area: Advertising and Sales Promotion

COMPETENCY GOAL 3: The learner will demonstrate the ability to plan and design advertising.

Objectives	Measures
3.1 Describe the uses of promotional and institutional advertising.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
3.2 Demonstrate an understanding of the basics of design and basic rules of designing a functional and aesthetic ad.	
3.3 Describe the purposes of ad illustrations.	
3.4 Demonstrate how to secure or prepare good illustration.	
3.5 Describe how an appealing headline gains the customer's attention.	
3.6 Use color in advertising.	
3.7 Write advertising copy.	
3.8 Letter and design a sign.	
3.9 Check advertising proofs for corrections, ommissions, and additions.	
3.10 Demonstrate skill in using technical art tools including T-squares, compass, template, and triangle.	

Skills/Subject Area: Advertising & Sales Promotion

COMPETENCY GOAL 3: The learner will demonstrate the ability to plan and design advertising.

Objectives	Measures
3.11 Produce a mechanical for, and design a letterhead, envelope, and business card.	
3.12 Produce a mechanical for a one color 2-fold brochure.	
3.13 Design a magazine ad.	
3.14 Design a newspaper ad.	
3.15 Design a billboard.	
3.16 Design a basic television commercial storyboard.	
3.17 Demonstrate an understanding of the basic printing processes.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advertising and Sales Promotion

COMPETENCY GOAL 4: The learner will demonstrate an understanding of the types of media and special events available for advertising and sales promotion.

Objectives	Measures
4.1 Recognize newspapers, magazines, trade journals, radio, television, billboards, circulars, letters, etc. as types of advertising and sales promotion.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
4.2 Compare the cost of advertising in the various media.	
4.3 Describe the various methods which can be used to inform customers of special events.	
4.4 Select the best medium for the type of advertising to be done.	
4.5 Recognize that demonstrations of products or free samples given to customers are a valuable form of promotion.	
4.6 Describe how to evaluate the effectiveness of various advertising media for merchandise being advertised.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12

Skills/Subject Area: Advertising and Sales Promotion

COMPETENCY GOAL 5: The learner will demonstrate the ability to plan an advertising budget and schedule.

Objectives	Measures
5.1 Follow the procedures for preparing an advertising budget and schedule that will apportion ad money for its most effective use.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
5.2 Demonstrate an understanding that advertising plans and schedules should be based on factual information and sound judgment.	
5.3 Plan an advertising program that will best meet the needs of all the departments in a store.	
5.4 Recognize that a pre-planned advertising program will best meet the needs of the entire store.	
5.5 Develop departmental advertising plans for a coming season.	
5.6 Evaluate the effectiveness of advertising in terms of sales and costs.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advertising and Sales Promotion

COMPETENCY GOAL 6: The learner will demonstrate the ability to select and maintain merchandise appropriate for advertising.

Objectives	Measures
6.1 Interpret how to select merchandise that is both seasonal and timely.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
6.2 Determine and interpret current trends in sales, customer buying habits, styles, etc.	
6.3 Maintain a supply of merchandise to back up ad.	
6.4 Check the available quantities of advertised merchandise before an ad breaks.	
6.5 Interpret how to select merchandise that is both seasonal and timely.	
6.6 Determine "hot items" and follow through with additional promotional activities.	

Advertising Design and Sales Promotion Outline*

*NOTE: Competency listings and a test item bank are currently being developed for this course.

1. Basics of Design

2. Technical Art Tools

3. Basic Production Processes

4. Functions and Procedures of Advertising Agencies

5. Consumer Marketing Research

6. Advanced Sales Promotion Techniques

Fashion Merchandising Outline

1. Overview of the Fashion Industry
2. Communications in Marketing
3. Merchandise Information for Fashion Merchandising
4. Personal Selling
5. Merchandising Operations
6. Sales Promotion
7. Employment Skills

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 1: The learner will demonstrate an understanding of the influences on the fashion industry.

Objectives		Measures
1.1	Demonstrate knowledge of fashion industry terminology.	For competency measures in this course, refer to test items at the end of the Overview of the Fashion Industry unit in the Fashion Merchandising Guide, VEC-MDE-C/TIB 7271.
1.2	Demonstrate knowledge of fashion history and how it relates to today's fashion.	
1.3	Demonstrate knowledge of the fashion industry's cycles of merchandise acceptance.	
1.4	Demonstrate knowledge of the geographic movement of fashion.	
1.5	Read current fashion and trade magazines and newspapers to keep informed of current trends.	
1.6	Adjust and adapt to new and unique ideas and situations.	
1.7	Identify incoming fashion trends.	
1.8	Demonstrate knowledge of the leading fashion designers, characteristic features of their fashions, and trends they are currently setting.	
1.9	Identify ways fashion designers influence the sale of apparel and accessory merchandise.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 2: The learner will demonstrate effective oral and written communications skills.

Objectives		Measures
2.1	Communicate verbally with customers, employees, supervisors, and others.	For competency measures in this course, refer to test items at the end of the Communications in Marketing unit in the Fashion Merchandising Guide, VEC-MDE-C/TIB 7271.
2.2	Use the telephone correctly and courteously.	
2.3	Demonstrate knowledge of how to address other people in a businesslike manner, including customers, fellow employees, supervisors, and management personnel.	
2.4	Listen attentively to directions, assignments, and information from customers, supervisors, or managers.	
2.5	Use legible handwriting in preparing forms. messages, and records.	
2.6	Compose and complete correspondence, reports, and forms.	
2.7	Read and utilize information from reports, forms, policies, product information, graphs, tables, or charts.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 3: The learner will interpret the factors associated with merchandise information.

Objectives		Measures
3.1	Identify basic color qualities and color terms, and combine colors which are pleasing together.	For competency measures in this course, refer to test items at the end of the Merchandise Information for Fashion Merchandising Unit in the Fashion Merchandising Guide, VEC-MDE-C/TIB 7271.
3.2	Analyze specific customers to determine which apparel would be most appropriate, considering color, line, detail, pattern, and fabric texture.	
3.3	Identify line types and purposes of line.	
3.4	Identify terminology used to describe the line and detail of apparel.	
3.5	Interpret the significance of structural and decorative design in relation to the selection and planning of fashion merchandise.	
3.6	Identify basic textile fibers and weaves and describe wear and special care features.	
3.7	Translate label information into selling points.	
3.8	Inform customers of appropriate care of items of apparel and accessories.	

Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 3: The learner will interpret the factors associated with merchandise information.

Objectives	Measures
3.9 Recognize a complete fashion look that includes accessories such as shoes, bags, jewelry, gloves, scarves, or hats for women; and shoes, ties, jewelry or other accessories for men.	
3.10 Combine apparel and accessories to show the latest fashion trends.	
3.11 Identify fashion items that are appropriate for different occasions such as formal wear, sports events, or business meetings.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 4: The learner will demonstrate a sales presentation.

Objectives		Measures
4.1	Convey a positive image of self and the firm.	For competency measures in this course, refer to test items at the end of the Personal Selling unit in the Fashion Merchandising Guide, VEC-MDE-C/TIB 7271.
4.2	Treat others as individuals.	
4.3	Utilize appropriate sales approaches.	
4.4	Identify and analyze customer's needs relative to apparel and accessories.	
4.5	Observe customer's outward appearance, expression, and manner to determine appropriate size, style, color, and pattern preferences.	
4.6	Ask pertinent questions to identify more clearly customer needs, wants, and interests.	
4.7	Demonstrate merchandise by getting it into customer's hands and having them try it on in order to create desire and attachment to the item.	
4.8	Compare prices and price lines for customers for items of apparel and accessories.	
4.9	Inform customers of substitute merchandise if requested items are unavailable.	
4.10	Justify price of an item in terms of merchandise features and benefits.	
4.11	Tactfully handle difficult customers.	

Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 4: The learner will demonstrate a sales presentation.

Objectives	Measures
4.12 Anticipate and/or resolve customer objections.	
4.13 Obtain agreement and commitment from the customer.	
4.14 Thank customers to encourage repeat business.	
4.15 Suggest related items, accessory items, etc., to obtain multiple sales.	
4.16 "Trade-up" when the opportunity arises, pointing out additional features and benefits in the better merchandise.	
4.17 Maintain customer card file or clientele book to encourage repeat business.	
4.18 Process charge or cash transactions.	
4.19 Accurately calculate the exact amount of a customer's purchase.	
4.20 Accurately compute employee discounts, delivery charges, alteration charges, lay-away charges, etc., when writing out sales-checks.	
4.21 Write saleschecks legibly so that an error in delivery, quantities sent, and amounts charged can be eliminated.	
4.22 Process layaways.	

Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 4: The learner will demonstrate a sales presentation.

Objectives	Measures
4.23 Make refunds or exchanges on return merchandise in accordance with company policy.	
4.24 Write gift certificates and special orders.	
4.25 Sell merchandise over the telephone.	
4.26 Sell to customers in a self-service store while performing regular storekeeping duties.	
4.27 Work with more than one customer simultaneously in a courteous manner.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 5: The learner will demonstrate an understanding of store operations.

Objectives		Measures
5.1	Locate stock on selling floor and in understock or reserve stock.	For competency measures in this course, refer to test items at the end of the Merchandising Operations unit in the Fashion Merchandising Guide, VEC-MDE-C/TIB 7271.
5.2	Sort merchandise by department, size, color, and styles where appropriate.	
5.3	Stock merchandise in appropriate place and appropriate manner.	
5.4	Identify the necessary stockkeeping and housekeeping duties as they relate to proper stock care.	
5.5	Keep customer want slips as told by manager.	
5.6	Advise buyer of merchandise needs.	
5.7	Identify the necessary steps in closing out the department at the end of the day.	
5.8	Review for accuracy and complete, if necessary, receiving records such as freight ticket, packing slip, and invoice.	
5.9	Check merchandise for completeness of order and condition of items.	
5.10	Follow through on nondelivered or lost merchandise.	

Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 5: The learner will demonstrate an understanding of store operations.

Objectives	Measures
5.11 Follow correct procedures in handling defective/damaged merchandise.	
5.12 Place price tags on the merchandise when necessary.	
5.13 Mark merchandise on selling floor where price tags have been removed or lost, according to store policy.	
5.14 Operate cash register, (e.g., itemize sales, ring total, add tax, change tapes, correct voids, and take readings).	
5.15 Determine the correct change and count it back to a customer during a cash sale, according to company procedures.	
5.16 Balance cash drawer against register reading and complete appropriate forms for register close-out.	
5.17 Authorize customer checks according to the store's policy.	
5.18 Examine credit cards and checks for bad credit or stolen cards.	
5.19 Conduct periodic stock counts for reordering of stock (unit control) and for annual inventory (dollar control).	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 6: The learner will demonstrate the ability to utilize the elements of design and appropriate merchandising techniques needed to build and maintain a display.

Objectives		Measures
6.1	Identify the uses and purposes of sales promotion.	For competency measures in this course, refer to test items at the end of the Sales Promotion unit in the Fashion Merchandising Guide, VEC-MDE-C/TIB 7271.
6.2	Develop display ideas congruent with the purposes or uses identified.	
6.3	Identify the basic art elements of display and the principles of design.	
6.4	Highlight advertised items on shelves and displays.	
6.5	Select appropriate display fixtures, props, and backgrounds.	
6.6	Plan location of displays considering logical groupings, maximum customer exposure, present and anticipated sales volume, and the store layout.	
6.7	Develop point-of-purchase signs (show cards) and banners.	
6.8	Obtain information and materials for displays.	
6.9	Select merchandise for display that is seasonal and timely.	

Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 6: The learner will demonstrate the ability to utilize the elements of design and appropriate merchandising techniques needed to build and maintain a display.

Objectives	Measures
6.10 Coordinate displays with other promotional activities.	
6.11 Display merchandise appropriately.	
6.12 Build displays.	
6.13 Prepare merchandise for display, including pressing, repairing, etc.	
6.14 Maintain sales appearance of displays by rearranging when necessary, or replacing merchandise sold from displays.	
6.15 Use housekeeping procedures necessary for the proper upkeep of department displays of merchandise.	
6.16 Evaluate the effectiveness of a display by analyzing sales results with regard to the purpose of the display.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 7: The learner will demonstrate effective employment skills.

Objectives		Measures
7.1	Maintain appearance and health.	For competency measures in this course, refer to test items at the end of the Employment Skills Unit in the Fashion Merchandising Guide, VEC-MDE-C/TIB 7271.
7.2	Demonstrate appropriate social skills in terms of self-development.	
7.3	Be dependable in the work environment.	
7.4	Maintain necessary endurance, forebearance, and persistence to accomplish goals and objectives.	
7.5	Demonstrate effective work habits by planning and scheduling work tasks and assignments.	
7.6	Demonstrate good work habits such as punctuality, orderliness, and patience.	
7.7	Adjust to demands of job requirements such as deadlines, pressures, and conflicts.	
7.8	Exercise self-control during trying situations.	
7.9	Maintain an objective point of view in problem situations.	
7.10	Demonstrate appropriate ethics such as integrity and honesty.	

Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 7: The learner will demonstrate effective employment skills.

Objectives	Measures
7.11 Establish and maintain credibility with customers, co-workers, employees, and managers.	
7.12 Utilize appropriate assertiveness when working with other employees, managers, and customers.	
7.13 Demonstrate initiative in dealing with customers, other employees, and supervisors.	
7.14 Assume responsibility for individual actions and/or department and company operations.	
7.15 Assume a shared responsibility for success or failure of the work group.	
7.16 Demonstrate knowledge of how success or failure depends on technical proficiency as well as on interpersonal relations.	
7.17 Use success or failure constructively in a work situation.	
7.18 Work cooperatively with other employees, supervisors, and managers.	

Skills/Subject Area: Fashion Merchandising

COMPETENCY GOAL 7: The learner will demonstrate effective employment skills.

Objectives	Measures
7.19 Demonstrate knowledge that needs, desires, and goals of individuals vary with social and cultural backgrounds.	
7.20 Avoid misrepresentation of products, services, people, and policies.	
7.21 Respond to customer complaints in accordance with company policy.	
7.22 Demonstrate knowledge of how to suggest changes to management.	
7.23 Accept constructive criticism and take appropriate corrective actions.	

Fashion Merchandising and Management Outline

1. Advanced Fashion Merchandise Information
2. Buying and Pricing
3. Sales Promotion
4. Economics
5. Management and Supervision

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12 Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 1: The learner will demonstrate the ability to plan the buying and pricing of merchandise in a fashion merchandising business.

Objectives		Measures
1.1	Use effective information on current trends in sales, customer buying habits, and styles.	For competency measures in this course, refer to test items at the end of the Advanced Fashion Merchandise Information Unit and Buying and Pricing Unit in the Fashion Merchandising and Management Guide, VEC-MDE-C/TIB 7272.
1.2	Analyze products in relation to current trends such as fashion or style innovations, and novelty appeal, so a better selling job can be done.	
1.3	Demonstrate skill in obtaining and developing a usable bank of product knowledge, as well as selecting that which can be used with individual customers.	
1.4	Plan for a balanced and complete inventory by considering such factors as customers' needs and wants, competitive conditions in the market area served, current trends in sales, customer buying habits, and desired stock turnover.	
1.5	Study and analyze want slips.	
1.6	Use ticket stubs and special forms to keep records of merchandise sold by classification.	
1.7	Analyze past purchases and sales records.	

Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 1: The learner will demonstrate the ability to plan the buying and pricing of merchandise in a fashion merchandising business.

Objectives	Measures
1.8 Analyze returned merchandise and customer complaints about merchandise to determine if better purchases can be made.	
1.9 Estimate customer demand based on analysis of past sales, forecasts of future sales, special promotional activities, seasonal purchases, and fashion trends.	
1.10 Obtain sales reports from visiting salespeople.	
1.11 Be informed on current trends and developments for type of merchandise featured.	
1.12 Use resident buying offices to find trends/sources.	
1.13 Prepare merchandise plan.	
1.14 Determine the amount of merchandise needed to support promotional activities.	
1.15 Order additional merchandise if appropriate to insure adequate stock to back up promotion.	
1.16 Use open-to-buy.	
1.17 Plan for an adequate and balanced inventory of apparel and accessory merchandise.	

Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 1: The learner will demonstrate the ability to plan the buying and pricing of merchandise in a fashion merchandising business.

Objectives	Measures
1.18 Determine necessary maximum and minimum quantities for basic stock and sale items to assure depth and assortment of stock.	
1.19 Determine the quantity of merchandise to buy when purchasing new merchandise or reordering basic stock.	
1.20 Figure stock-to-sale ratio in an effort to maintain a department or store's stock in close relationship to its sales.	
1.21 Determine the stock turnover rate.	
1.22 Establish the markup for each item or item line to determine price based on desired markup.	
1.23 Determine the percentage of markdowns and the timing of price reductions.	
1.24 Make decisions on styles, quantities, colors, sizes, delivery dates, etc. which will help fulfill the needs of the predetermined merchandise plan.	
1.25 Determine and select suppliers for various apparel and accessory items by comparing cost of different suppliers including transportation, terms, and discounts, and comparing quality by considering packaging, brand names, styles, and value.	

Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 1: The learner will demonstrate the ability to plan the buying and pricing of merchandise in a fashion merchandising business.

Objectives	Measures
1.26 Consider the promotional possibilities of merchandise and make preliminary plans when purchasing merchandise for resale.	
1.27 Attend shows and markets and participate in planned buying trips.	
1.28 Buy apparel and accessories merchandise from suppliers.	
1.29 Complete appropriate ordering procedures, forms, and orders to assure timely delivery.	
1.30 Follow up on completions and delivery of orders.	
1.31 Present seasonal fashion clinics to store buyers and sales personnel regarding information obtained from buying trips.	
1.32 Place reorders as soon as the need is discovered to assure depth of stock in wanted merchandise.	
1.33 Establish pricing policies to assure an adequate gross margin by considering such factors as customer demand, needed markup, competitors' price leader, and odd pricing, distressed or damaged products, and seasonal products.	

Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 1: The learner will demonstrate the ability to plan the buying and pricing of merchandise in a fashion merchandising business.

Objectives	Measures
1.34 Price items of apparel and accessories.	
1.35 Use timely markdowns, special sales, and sales force incentives to stimulate sales.	
1.36 Determine appropriate merchandise for sales.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12 Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 2: The learner will demonstrate the ability to organize and evaluate the sales promotion program of a fashion retail establishment.

Objectives		Measures
2.1	Determine target market.	For competency measures in this course, refers to test items at the end of the Sales Promotion Unit in the Fashion Merchandising and Management Guide, VEC-MDE-C/TIB 7272.
2.2	Determine promotional objectives.	
2.3	Plan promotional campaign, and strategies.	
2.4	Plan promotional schedule such as advertising and/or display schedule.	
2.5	Determine when to promote merchandise and/or firm.	
2.6	Determine promotion costs for various media and methods such as advertising, display, and special promotions.	
2.7	Plan a sales promotion budget.	
2.8	Apportion sales promotion budget to various merchandise/product lines.	
2.9	Select merchandise that is seasonal, timely, and in keeping with promotional objectives.	
2.10	Determine the amount of merchandise needed to support promotion.	

Skills/Subject Area: Fashion Merchandising & Management

COMPETENCY GOAL 2: The learner will demonstrate the ability to organize and evaluate the sales promotion program of a fashion retail establishment.

Objectives	Measures
2.11 Make comparison shopping of competitors' merchandise.	
2.12 Analyze competitors' promotional activities and prices.	
2.13 Demonstrate knowledge of prices, available sizes, colors, styles, or models of merchandise being advertised to better promote the merchandise.	
2.14 Determine appropriate media for advertising.	
2.15 Determine when to use special promotions such as style shows.	
2.16 Coordinate local advertising with chain, regional, or national advertising.	
2.17 Conduct or simulate seminars, training sessions, clinics, or fashion shows for customers.	
2.18 Determine what media are available from suppliers.	
2.19 Collect appropriate information prior to preparing advertising copy.	
2.20 Prepare an ad layout.	

Skills/Subject Area: Fashion Merchandising & Management

COMPETENCY GOAL 2: The learner will demonstrate the ability to organize and evaluate the sales promotion program of a fashion retail establishment.

Objectives	Measures
2.21 Prepare information for advertising copy that will create customer desire.	
2.22 Proof advertisements for needed corrections and additions.	
2.23 Inform employees of the prices and styles featured in the advertisement.	
2.24 Post current ads in heavy traffic areas.	
2.25 Inform customers of advertised merchandise.	
2.26 Inform customers of special events or promotions within the store.	
2.27 Work with customers tactfully when the store is out of an item or when an error has been made in an ad.	
2.28 Evaluate effectiveness of an advertising program in terms of objectives and increased sales.	
2.29 Evaluate effectiveness of specific advertisements.	

Skills/Subject Area: Fashion Merchandising & Management

COMPETENCY GOAL 2: The learner will demonstrate the ability to organize and evaluate the sales promotion program of a fashion retail establishment.

Objectives	Measures
2.30 Evaluate special promotion.	
2.31 Use timely advertising, markdowns, special sales, and sales force incentives to stimulate sales.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12 Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 3: The learner will demonstrate an understanding of the free enterprise system and its influence on the individual, business, and economy.

Objectives		Measures
3.1	Identify characteristics of a free enterprise system.	For competency measures in this course, refer to test items at the end of Economics Unit in the Fashion Merchandising and Management Guide, VEC-MDE-C/TIB 7272.
3.2	Identify contributions of profit and the profit motive to the economy, business, and individual.	
3.3	Identify relationships of profit and the profit motive to sales volume, price determination, costs (fixed and variable), and breakeven points.	
3.4	Identify influence of competition on product, price, promotion, and distribution goals.	
3.5	Identify relationship of supply and demand and their influence on marketing functions.	
3.6	Identify the effect of recession and/or inflation on production, sales, and employment.	
3.7	Identify the nature of credit and its influence on the economy, business, and the individual.	
3.8	Describe the effects of laws, regulations, and agencies of government on business organizations.	

Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 3: The learner will demonstrate an understanding of the free enterprise system and its influence on the individual, business, and economy.

Objectives	Measures
3.9 Identify effects of consumerism upon the economy, business, and the individual.	
3.10 Describe the influence of allocations of resources on the economy, business, and the individual.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12 Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 4: The learner will demonstrate the ability to manage and supervise a business.

Objectives		Measures
4.1	Plan and organize work.	For competency measures in this course, refer to test items at the end of the Management and Supervision unit in the Fashion Merchandising and Management Guide, VEC-MDE-C/TIB 7272.
4.2	Demonstrate knowledge of when and how to delegate responsibility.	
4.3	Maintain rules and regulations of the department and the store.	
4.4	Determine job classifications, qualifications, and/or number of individuals needed for various positions for marketing apparel and accessories.	
4.5	Write job descriptions and specifications for marketing apparel and accessories.	
4.6	Interview prospective employees.	
4.7	Select individuals for various positions based upon recommendations, qualifications, and experience.	
4.8	Recruit employees in accordance with labor laws and affirmative action policies.	
4.9	Comply with federal and state employment laws such as child labor, civil rights, and wage and salary.	

Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 4: The learner will demonstrate the ability to manage and supervise a business.

Objectives	Measures
4.10 Obtain necessary information such as health clearances, tax data, social security number, and insurance data.	
4.11 Train employees concerning job responsibilities, duties, policies and procedures, systems, trends, products, and terminology.	
4.12 Explain benefits to employees such as social security, health care, and pension plan.	
4.13 Instruct personnel in department procedures.	
4.14 Conduct meetings.	
4.15 Keep personnel training current.	
4.16 Plan goals and objectives for specific jobs.	
4.17 Plan job responsibilities for employees and assign authority.	
4.18 Schedule employees working hours to accomplish desired business objectives.	
4.19 Demonstrate knowledge in ability to anticipate changes in customer's shopping habits or changes in local market conditions, that will demand changes in such areas as personnel scheduling.	

Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 4: The learner will demonstrate the ability to manage and supervise a business.

Objectives	Measures
4.20 Administer wage, salary, and incentive plans.	
4.21 Apply appropriate leadership style such as directive, participative, or combination thereof, to motivate others.	
4.22 Demonstrate skill in generating enthusiasm toward people.	
4.23 Provide constructive criticism, give positive reinforcement, and show appreciation to employees where and when appropriate.	
4.24 Establish criteria and procedures for evaluating employees.	
4.25 Check personnel for completion and quality of assigned duties.	
4.26 Supervise work of employees congruent with job duties and responsibilities.	
4.27 Evaluate employee's performance according to firm policies and procedures and congruent with job duties and responsibilities.	
4.28 Report, to management, the progress of a certain department, system, or function within the store.	
4.29 Handle employee complaints and grievances in a fair and effective manner.	

Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 4: The learner will demonstrate the ability to manage and supervise a business.

Objectives	Measures
4.30 Demonstrate knowledge of how to use the store's policies for making decisions on dismissing employees.	
4.31 Explain management's policies to employee, and employee's problems to management.	
4.32 Administer overall budget.	
4.33 Administer budget for department, region, etc.	
4.34 Analyze projected budget with the actual budget.	
4.35 Perform necessary banking functions such as depositing funds, and endorsing checks.	
4.36 Plan layout to provide for appropriate and adequate space for work areas and merchandise.	
4.37 Plan and control facilities, equipment, and services.	
4.38 Plan and control procedures related to customer services.	
4.39 Comply with established procedures for recognizing and handling shoplifting, customer fraudulence, and employee pilferage.	

Skills/Subject Area: Fashion Merchandising and Management

COMPETENCY GOAL 4: The learner will demonstrate the ability to manage and supervise a business.

Objectives	Measures
4.40 Plan and control for liability factors.	
4.41 Follow appropriate procedures if there are employee or customer accidents.	
4.42 Keep informed about trends and developments in the industry.	
4.43 Observe activities of larger trend-setting stores.	
4.44 Attend training sessions sponsored by suppliers, trade associations, or company.	

Introduction to Marketing Outline

1. Marketing in The Free Enterprise System
2. Exploring Marketing Occupations
3. Understanding One's Self
4. Communications in Marketing
5. Marketing Mathematics
6. Getting Ready for Employment

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 1: The learner will demonstrate an understanding of the role of marketing in the free enterprise system.

Objectives	Measures
1.1 Describe information that can be obtained in reading trade and business journals and publications.	For competency measures in this course, Refer to Competency Test Item Bank VEC-DE-C/TIB 7200.
1.2 Interpret the relationship between worker, productivity, and consumer prices in a free enterprise system.	

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VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 2: The learner will identify tentative career choices in marketing.

Objectives		Measures
2.1	List marketing job subclusters studied and a variety of occupations in each cluster.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.
2.2	Cite a variety of methods for obtaining information concerning marketing occupations.	
2.3	Identify employment benefits in each of the nineteen subclusters in marketing.	
2.4	Identify major employment trends in each of the nineteen subclusters in marketing.	
2.5	Identify traditional career patterns in marketing for men and women and note how they are changing.	
2.6	Identify training and education needed by workers in tentative marketing career choice.	
2.7	Identify local high school and post-secondary program(s) that provide training for tentative marketing career choice.	
2.8	Identify obstacles that may occur when entering educational or occupational settings that were previously one sex.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 3: The learner will demonstrate ability to understand one's self.

Objectives		Measures
3.1	Accept criticism and turn it into a character-building element.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.
3.2	Identify personality traits necessary for successful job performance.	
3.3	Complete self-evaluation of personality traits necessary for successful job performance.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 4: The learner will evaluate her/himself with specific regard to those abilities, character traits, and skills required for success in the choice of a specific career.

Objectives		Measures
4.1	List characteristics, abilities, and interests of successful workers in tentative marketing career choice.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.
4.2	Recognize the need for maintaining good health for effective job performance.	
4.3	Describe how to dress appropriately for jobs in marketing and maintain a well-groomed appearance.	
4.4	Maintain appropriate personal hygiene and appearance.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 5: The learner will describe how to communicate with others in order to motivate them to work willingly.

Objectives		Measures
5.1	Follow oral or written instructions for performing job tasks.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.
5.2	Demonstrate how gestures help convey feelings in spoken communications.	
5.3	Describe how interpretations on the spoken word vary with different people.	
5.4	Recognize that, even in the most skillfully constructed communications, misinterpretations can develop.	
5.5	Handle inquiries for general information satisfactorily.	
5.6	Use appropriate marketing terminology.	
5.7	Use vocabulary in an effective manner.	
5.8	Analyze the value of correct enunciation and pronunciation in speaking.	
5.9	Talk clearly and pleasantly to convey spirit and enthusiasm in one's speech.	
5.10	Demonstrate how the voice can be used to express conviction and convey confidence.	

Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 5: The learner will describe how to communicate with others in order to motivate them to work willingly.

Objectives	Measures
5.11 Communicate ideas effectively to individuals and/or groups.	
5.12 Describe when to keep communications confidential.	
5.13 Describe how to address other people in a business-like manner whether they are customers, fellow employees, supervisors, or management.	
5.14 Interpret how to use written communications in forms and reports.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 6: The learner will use the telephone correctly and effectively.

Objectives	Measures
6.1 Demonstrate how to handle a telephone call in an organized manner.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

GOAL 7: The learner will recognize the importance of public relations in marketing.

Objectives	Measures
7.1 Recognize that first impressions are important to the business and last impressions are longest remembered.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.
7.2 Describe how a positive attitude is reflected in one's work.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 8: The learner will take the initiative in solving human relations problems.

Objectives		Measures
8.1	Describe how understanding others and one's self is basic to working harmoniously together.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.
8.2	Identify ways to show an interest in others.	
8.3	Demonstrate acceptable work attitudes and behavior.	
8.4	Function cooperatively with fellow workers and supervisors.	
8.5	Exercise self-control during trying situations.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 9: The learner will perform basic mathematical computations.

Objectives		Measures
9.1	Add columns of figures accurately.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.
9.2	Subtract columns of figures accurately.	
9.3	Multiply and extend figures in sales transactions and records.	
9.4	Use and translate percentages.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 10: The learner will make change quickly and accurately.

Objectives	Measures
10.1 Demonstrate how to count change accurately.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 11: The learner will read and interpret self-computing scales that speed up mathematical procedures such as tax computation charts.

Objectives	Measures
11.1 Compute the amount of tax on a sales transaction using a tax computation chart.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 12: The learner will perform work of consistently good quality.

Objectives	Measures
12.1 Follow prescribed safety procedures in performing tasks.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.
12.2 Handle materials, tools, and equipment in a responsible manner.	
12.3 Maintain work area in an acceptable manner.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 13: The learner will secure social security number by accurately completing and submitting the required forms.

Objectives	Measures
13.1 Explain how to obtain a social security number.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 14: The learner will identify sources of information concerning potential employment opportunities in marketing.

Objectives	Measures
14.1 List organizations which may have potential employment opportunities in marketing.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 15: The learner will develop a list of business establishments that offer employment related to a tentative career objective.

Objectives	Measures
15.1 Identify a tentative career objective and list businesses that offer this type of employment.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 16: The learner will complete a job application accurately.

Objectives	Measures
16.1 Complete a job application correctly.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 17: The learner will describe the correct procedure of a job interview.

Objectives	Measures
17.1 Explain the "dos and don'ts" of a job interview.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 9-10 Skills/Subject Area: Introduction to Marketing

COMPETENCY GOAL 18: The learner will complete the necessary forms required for employment, i.e., work permit, withholding forms.

Objectives	Measures
18.1 Complete a work permit and withholding form accurately.	For competency measures in this course, refer to Competency Test Item Bank VEC-DE-C/TIB 7200.

Marketing Outline

1. Introduction to Marketing Education
2. Job Seeking/Survival Skills
3. Economics in a Private Enterprise System
4. Selling
5. Operations
6. Sales Promotion

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VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Marketing

COMPETENCY GOAL 1: The learner will define the importance of Merchandising and Distributive Education and the role DECA plays in Merchandising and Marketing Education.

Objectives	Measures
1.1 Describe the basic content and organization of the Marketing Education program.	For competency measures in this course, refer to Competency/Test Item Bank, VEC-DE C/TIB 7211.
1.2 Explain the value of the Distributive Education Clubs of America (DECA) as an integral part of the Marketing Education program.	
1.3 Explain marketing and its importance.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Marketing

COMPETENCY GOAL 2: The learner will understand the importance of personal self-esteem and human relations and how they relate to gainful employment.

Objectives		Measures
2.1	Set personal goals.	For competency measures in in this course, refer to Competency/Test Item Bank VEC-DE C/TIB 7211.
2.2	Maintain appropriate personal appearance.	
2.3	Prepare for and complete a job interview.	
2.4	Develop positive personality traits/work habits.	
2.5	Communicate effectively with customers, co-workers, and supervisors.	
2.6	Use telephone in business-like manner.	
2.7	Explain the importance of human relations in business.	
2.8	Work cooperatively with fellow employees, supervisors, and management.	
2.9	Recognize that management, supervisors, and employees require a framework of policies within which to operate.	
2.10	Communicate suggestions, progress, and problems to management.	

Skills/Subject Area: Marketing

COMPETENCY GOAL 2: The learner will understand the importance of personal self-esteem and human relations and how they relate to gainful employment.

Objectives	Measures
2.11 Identify purposes of staff meetings and other forms of interdepartmental/ company communications.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Marketing

COMPETENCY GOAL 3: The learner will describe the Free Enterprise System and its relationship to government and the consumer.

Objectives		Measures
3.1	Explain the concept of economics and economic activities.	For competency measures in this course, refer to Competency/Test Item Bank VEC-DE C/TIB 7211.
3.2	Explain the concept of supply and demand.	
3.3	Explain the concept of profit/profit motive.	
3.4	Explain the concept of risk.	
3.5	Explain the concept of competition.	
3.6	Explain the concept of private enterprise and business ownership.	
3.7	Explain marketing functions and related activities.	
3.8	Explain the nature of channels of distribution.	

Skills/Subject Area: Marketing

COMPETENCY GOAL 3: The learner will describe the Free Enterprise System and its relationship to government and the consumer.

Objectives	Measures
3.9 Explain the concept of market and market identification.	
3.10 Explain the concept of utility.	
3.11 Explain the relationship of business, government, and consumer.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Marketing

COMPETENCY GOAL 4: The learner will explain the value of sales and have a working knowledge of all steps involved in the sales presentation.

Objectives		Measures
4.1	Explain the purpose and importance of selling.	For competency measures in this course, refer to Competency/Test Item Bank VEC-DE C/TIB 7211.
4.2	Represent the business favorably to customers and outside business associates.	
4.3	Use merchandise information.	
4.4	Explain the role of special customer services such as wrapping and packaging, mail and telephone services, and delivery systems.	
4.5	Identify sources of merchandise information.	
4.6	Determine when to approach a customer to open a sale.	
4.7	Open the sales presentation.	
4.8	Determine customer/client needs and buying motives.	
4.9	Use feature/benefit selling.	
4.10	Demonstrate product.	
4.11	Handle customer/client objections.	
4.12	Close the sale.	

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Skills/Subject Area: Marketing

COMPETENCY GOAL 4: The learner will explain the value of sales and have a working knowledge of all steps involved in the sales presentation.

Objectives	Measures
4.13 Use suggestion selling.	
4.14 Recognize accurate mathematical calculations are essential to profitable business operations.	
4.15 Solve mathematical problems of addition, subtraction, multiplication, division, and those involving fractions and percentages.	
4.16 Utilize and interpret information from tables, graphs, and charts.	
4.17 Complete sales checks for cash and charge transactions.	
4.18 Operate register/P.O.S. terminal.	
4.19 Accept customer/client checks.	
4.20 Inspect for counterfeit currency.	
4.21 Make change.	
4.22 Process special transactions essential to offering customer client services, such as layaways, CODs, trading stamps, coupons, and refunds/exchanges.	

Skills/Subject Area: Marketing

COMPETENCY GOAL 4: The learner will explain the value of sales and have a working knowledge of all steps involved in the sales presentation.

Objectives	Measures
4.23 Wrap/Package products.	
4.24 Explain shoplifting prevention policies/ procedures.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Marketing

COMPETENCY GOAL 5: The learner will know how to handle and control all incoming merchandise and explain all procedures dealing with store policy.

Objectives		Measures
5.1	Explain use of purchase order and invoice.	For competency measures in this course, refer to Competency/Test Item Bank VEC-DE C/TIB 7211.
5.2	Explain receiving procedures.	
5.3	Receive merchandise.	
5.4	Check incoming stock.	
5.5	Mark stock.	
5.6	Explain the nature of reserve, forward, and under stock.	
5.7	Explain stock control procedures.	
5.8	Complete the stock count.	
5.9	Explain routine security procedures.	
5.10	Explain functions of store maintenance.	
5.11	Explain emergency procedures and safety precautions.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Marketing

COMPETENCY GOAL 6: The learner will know the importance of visual display and understand the different types of advertising.

Objectives		Measures
6.1	Differentiate between merchandise promotion and institutional promotion.	For competency measures in this course, refer to Competency/Test Item Bank VEC-DE C/TIB 7211.
6.2	Explain the concept of promotional mix.	
6.3	List the purposes of publicity.	
6.4	List the purposes of advertising.	
6.5	Identify the types of media.	
6.6	Identify the parts of a print advertisement.	
6.7	Explain the use of visual merchandising.	
6.8	List the common types of displays.	
6.9	Explain how to assemble, maintain and, dismantle displays.	
6.10	Maintain awareness of current business promotional activities.	

Marketing and Merchandising Outline

1. Leadership and Supervision

2. Merchandising

3. Planning the Promotional Mix

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing and Merchandising

COMPETENCY GOAL 1: The learner will explain personnel policies and procedures dealing with all levels of employment.

Objectives		Measures
1.1	Apply appropriate leadership style.	For competency measures in this course, refer to Competency/Test Item Bank VEC-DE-C/TIB 7212.
1.2	Use time management principles.	
1.3	Plan and organize work.	
1.4	Determine hiring needs.	
1.5	Explain techniques for recruiting new employees.	
1.6	Interview/Select new employees.	
1.7	Orient new employees.	
1.8	Explain the nature and importance of employees training/human resources development.	
1.9	Select and use the methods of training best suited to individual situations.	
1.10	Plan and develop a work force budget and schedule employees.	
1.11	Develop a personnel organization plan.	

Skills/Subject Area: Marketing & Merchandising

COMPETENCY GOAL 1: The learner will explain personnel policies and procedures dealing with all levels of employment.

Objectives	Measures
1.12 Explain the procedure for assigning duties and delegating authority.	
1.13 Give directions for completing job tasks.	
1.14 Conduct staff meetings.	
1.15 Explain the concept of staff motivation.	
1.16 Explain ways to build employee morale.	
1.17 Evaluate employees.	
1.18 Handle employee complaints and grievances.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12 Skills/Subject Area: Marketing and Merchandising

COMPETENCY GOAL 2: The learner will know all steps involved in maintaining a well-balanced stock.

Objectives		Measures
2.1	Identify target markets.	For competency measures in this course, refer to Competency/Test Item Bank VEC-DE-C/TIB 7212.
2.2	Identify and interpret trends and economic indicators.	
2.3	Select appropriate products.	
2.4	Prepare merchandising/buying plans.	
2.5	Maintain vendor information and select appropriate vendors.	
2.6	Place and cancel routine (re)orders.	
2.7	Determine selling price.	
2.8	Maintain inventory control system.	
2.9	Interpret profit and loss statements.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12 Skills/Subject Area: Marketing and Merchandising

COMPETENCY GOAL 3: The learner will explain the types of promotional advertising and its effect on the consumer.

Objectives		Measures
3.1	Explain the concept of marketing strategies.	For competency measures in this course, refer to Competency/Test Item Bank VEC-DE-C/TIB 7212.
3.2	Explain the concept of promotional mix.	
3.3	Coordinate promotional activities.	
3.4	Select merchandise for promotion.	
3.5	Select promotional media.	
3.6	Describe ways to stimulate sales with timely advertising, markdowns, special sales and sales force incentives.	
3.7	Promote through publicity/public relations and personal involvement in community and professional organizations.	
3.8	Write (publicity) news release.	
3.9	Design advertising inserts for mailings.	
3.10	Maintain awareness of competitor's promotional activities.	
3.11	Use last year's advertisements for promotional planning.	

Skills/Subject Area: Marketing & Merchandising

COMPETENCY GOAL 3: The learner will explain the types of promotional advertising and its effect on the consumer.

Objectives	Measures
3.12 Explain the importance of cooperative advertising/promotional materials.	
3.13 Develop advertising layouts.	
3.14 Explain the use of color in advertising.	
3.15 Explain the use of brands and trademarks.	
3.16 Explain the use of slogans.	
3.17 Check advertising proofs.	
3.18 Coordinate displays with advertising.	
3.19 Plan/Schedule displays/themes with management.	
3.20 Determine display locations.	
3.21 Develop color scheme for display.	
3.22 Explain the role of (trade shows) exhibits.	
3.23 Evaluate media/advertising effectiveness.	

Marketing, Management, and Ownership Outline

1. Understand the Nature of Small Business
2. Assess Your Potential as an Entrepreneur
3. Locate Sources of Assistance for Planning and Operating a Small Business
4. Develop the Business Plan
5. Identify Government Rules, Regulations, and Laws Affecting Small Business
6. Choose the Type of Business Ownership
7. Plan for Financing the Business
8. Locate, Design, and Equip the Business
9. Develop Plan for Managing the Business
10. Manage Human Resources (Personnel)
11. Develop Buying Plans for Business
12. Plan Sales Promotion Efforts
13. Plan Credit and Collection Policies and Procedures
14. Plan Protection for the Business
15. Keep Business Records

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 1: The learner will identify concepts of owning a business.

Objectives	Measures
1.1 Define "entrepreneurship."	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
1.2 Explain the concept of risk.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 2: The learner will list successful characteristics of small business ownership.

Objectives	Measures
2.1 Identify the major factors contributing to the success of a small business.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
2.2 List the personal qualities and skills needed to be a successful entrepreneur.	
2.3 Assess your own ability to be a successful entrepreneur.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12 Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 3: The learner will know how to make a plan for operating a small business.

Objectives	Measures
3.1 Identify the types of, and sources for, technical assistance needed by the entrepreneur.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
3.2 Identify the components of, and complete a business plan.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 4: The learner will identify the parts of a business plan and explain how it works to make the business successful.

Objectives	Measures
4.1 Identify how the business plan helps the entrepreneur.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 5: The learner will explain the role of government and how it relates to small business ownership.

Objectives	Measures
5.1 Explain government rules and regulations affecting the individual entrepreneur and summarize their importance.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 6: The learner will list the types of ownership and the opportunities available for each one.

Objectives	Measures
6.1 List the advantages and disadvantages of the types of ownership.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
6.2 Select the most appropriate type of ownership for a business.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 7: The learner will determine sources and steps to meet the financial demands of starting a business.

Objectives	Measures
7.1 List the costs that must be considered when starting a business.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
7.2 Identify the various sources for obtaining financing for a new business.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 8: The learner will list proper steps in securing and maintaining the correct location of the business.

Objectives	Measures
8.1 Select the best location and layout for a business.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
8.2 Obtain information on, and select equipment and supplies.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 9: The learner will know how to coordinate all store activities to attain profitable operation.

Objectives	Measures
9.1 Explain the role of management in operating a business.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
9.2 Develop company objectives.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 10: The learner will understand the activities required for the successful performance of all personnel.

Objectives	Measures
10.1 Establish an interpret general/personnel policies.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
10.2 Interview/Select new employees.	
10.3 Select and use the methods of training best suited to individual situations.	
10.4 Plan and develop a work force budget and schedule employees.	
10.5 Handle employee complaints and grievances.	
10.6 Explain ways to build employee morale.	
10.7 Conduct staff meetings.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 11: The learner will interpret merchandise forecasting and the steps involved in effective inventory control.

Objectives	Measures
11.1 Prepare merchandising/buying plans.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
11.2 Select appropriate products.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 12: The learner will know all types of promotion and how to implement these promotional activities to the success of the operation.

Objectives	Measures
12.1 Develop/Administer a comprehensive, company-wide promotional program.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 13: The learner will explain credit procedures and how employers are to handle credit transactions.

Objectives		Measures
13.1	Establish/Evaluate credit policies.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
13.2	Identify types of, and use records needed for, business operations.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 14: The learner will understand all risks involved in business ownership and know how to reduce these risks.

Objectives	Measures
14.1 Develop protection and emergency plans for a business.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Management, and Ownership

COMPETENCY GOAL 15: The learner will understand the importance of a budget plan for merchandising based on existing needs and possible future conditions.

Objectives	Measures
15.1 Develop a company-wide budget.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).

Marketing, Merchandising, and Management Outline

1. Understand the Nature of Small Business
2. Assess Your Potential as an Entrepreneur
3. Locate Sources of Assistance for Planning and Operating a Small Business
4. Develop the Business Plan
5. Identify Government Rules, Regulations, and Laws Affecting Small Business
6. Choose the Type of Business Ownership
7. Plan for Financing the Business

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising, and Management

COMPETENCY GOAL 1: The learner will identify the risks and benefits of owning a business.

Objectives	Measures
1.1 Define "entrepreneurship."	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
1.2 Explain the concept of risk.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12 Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 2: The learner will list successful characteristics of small business ownership.

Objectives	Measures
2.1 Identify the major factors contributing to the success of a small business.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
2.2 List the personal qualities and skills needed to be a successful entrepreneur.	
2.3 Assess your own ability to be a successful entrepreneur.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 3: The learner will know how to make a plan for operating a small business.

Objectives		Measures
3.1	Identify the types of and sources for technical assistance needed by the entrepreneur.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
3.2	Identify the components of and complete a business plan.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 4: The learner will identify the parts of a business plan and explain how it works to make the business successful.

Objectives	Measures
4.1 Identify how the business plan helps the entrepreneur.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 5: The learner will explain the role of government and how it relates to small business ownership.

Objectives	Measures
5.1 Explain government rules and regulations affecting the individual entrepreneur and summarize their importance.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12 Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 6: The learner will list the types of ownership and the advantages of each.

Objectives		Measures
6.1	List the advantages and disadvantages of the types of ownership.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
6.2	Select the most appropriate type of ownership for a business.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 7: The learner will determine sources and steps to meet the financial demands of starting a business.

Objectives		Measures
7.1	List the costs that must be considered when starting a business.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
7.2	Identify the various sources for obtaining financing for a new business.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 8: The learner will list proper steps in securing and maintaining the correct location for the business.

Objectives		Measures
8.1	Select the best location and layout for business.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
8.2	Obtain information about and select equipment and supplies.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 9: The learner will know how to coordinate all store activities to attain a profitable operation.

Objectives		Measures
9.1	Explain the role of management in operating a business.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
9.2	Develop company objectives.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 10: The learner will understand the activities required for the successful performance of all personnel.

Objectives	Measures
10.1 Establish and interpret general/personnel policies.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
10.2 Interview/Select new employees.	
10.3 Select and use the methods of training best suited to individual situations.	
10.4 Plan and develop a work force budget and schedule employees.	
10.5 Handle employee complaints and grievances.	
10.6 Explain ways to build employee morale.	
10.7 Conduct staff meetings.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 11: The learner will interpret merchandise forecasting and the steps involved in effective inventory control.

Objectives	Measures
11.1 Prepare merchandise/buying plans.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
11.2 Select appropriate products.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 12: The learner will know all types of promotion and how to implement these promotional activities for the success of the operation.

Objectives	Measures
12.1 Develop/Administer a comprehensive, company-wide promotional program.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 13: The learner will explain credit procedures and how employers are to handle credit transactions.

Objectives	Measures
13.1 Establish/Evaluate credit policies.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
13.2 Identify types of, and use records needed for, business operations.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 14: The learner will understand all risks involved in business ownership and explain how to reduce these risks.

Objectives	Measures
14.1 Develop protection and emergency plans for a business.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 11-12

Skills/Subject Area: Marketing, Merchandising and Management

COMPETENCY GOAL 15: The learner will understand the importance of a budget plan for merchandising based on existing needs and possible future conditions.

Objectives	Measures
15.1 Develop a company-wide budget.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).

Sales and Management Outline*

*NOTE: Competency listings and a test item bank are currently being developed for this course.

1. Business Organizations and Policies
2. Successful Management
3. Business Ethics
4. Effective Supervisory Skills
5. Marketing Research
6. Problem-Solving
7. Decision-Making

Sales Fundamentals Outline

1. Personal Preparation for Sales Occupations
2. Free Enterprise Concepts
3. Product Information
4. Salesmanship In Action
5. Marketing Strategies

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 1: The learner will explain the importance of personal development for a successful salesperson.

Objectives		Measures
1.1	Recognize that nothing is quite so important or contagious as enthusiasm--for the store, for the merchandise, and for customers.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
1.2	Recognize that first impressions are important to the business and last impressions are longest remembered.	
1.3	Describe factors which appear to affect employee morale.	
1.4	Describe how to dress appropriately for the job and maintain a well-groomed appearance.	
1.5	Describe how a positive attitude is usually reflected in one's work.	
1.6	Work cooperatively with fellow employees, supervisors, and management and be aware of their needs and motivations.	
1.7	Display personality traits necessary for successful job performance.	
1.8	Adjust to change.	
1.9	Demonstrate enthusiasm toward people.	

Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 1: The learner will explain the importance of personal development for a successful salesperson.

Objectives	Measures
1.10 Recognize that next to job performance, human relations is an employee's greatest responsibility.	
1.11 Recognize the necessity to perform tasks in addition to one's responsibilities when situations necessitate.	
1.12 Describe how good human relations within a company build good public relations.	
1.13 Listen and follow directions.	
1.14 Use the telephone correctly and effectively.	
1.15 Describe how interpretations placed on the spoken word vary with different people.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 2: The learner will understand the concepts of Free Enterprise.

Objectives		Measures
2.1	Interpret the relationship between worker productivity and consumer prices in a free enterprise system.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
2.2	Demonstrate how to set prices on goods and services that will cover the cost of operation and yield a profit.	
2.3	Identify factors such as transportation and discounts in addition to cost price of merchandise which effect the retail price of merchandise.	
2.4	Recognize state and federal laws regarding packaging.	
2.5	Describe how the prompt payment for purchases from manufacturers provides a profit cushion (cash discount) which is often the difference between profit and loss for a business.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 3: The learner will explain that a thorough understanding of product knowledge is essential to sales.

Objectives		Measures
3.1	Provide information about merchandise which will create desire or interest in customers.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
3.2	Identify sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers, and price tags.	
3.3	Interpret the values of advertising information to the salesperson.	
3.4	Describe how adequate merchandise information will enable the salesperson to increase sales as well as her/his earning capacity.	
3.5	Describe how merchandise information is a useful tool in opening a sales conversation with a customer.	
3.6	Recognize that merchandise guarantees and directions protect both the customer and the store, and help increase sales.	
3.7	Describe how labels taking the form of tags, stamps, wrappers, etc., identify products as to their content.	
3.8	Make the best use of manufacturers' or suppliers' brochures and pamphlets to keep customers informed of new products, new product uses, and manufacturers' games and contests.	

Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 3: The learner will explain that a thorough understanding of the product is essential to sales.

Objectives	Measures
3.9 Recognize state and federal laws regarding packaging.	
3.10 Study specific information in ads and use the advertised facts effectively in selling.	
3.11 Recognize that advertising is a form of preselling--a tool which catches attention, arouses interest, creates desire, and induces action.	
3.12 Use brand or trade names to help customers identify and select products or merchandise.	
3.13 Translate merchandise label information into selling points.	
3.14 Describe the importance of a continual program of training and retraining employees about the product.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 4: The learner will demonstrate a working knowledge of all steps involved in the sales process.

Objectives		Measures
4.1	Suggest related items, accessory items, or larger quantities to customers in order to increase the amount of the sale.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
4.2	Handle individual differences in customers.	
4.3	Demonstrate ways to help a customer make a buying decision.	
4.4	Determine the proper greeting and sales techniques when beginning a sale to a customer.	
4.5	Demonstrate procedures to use when writing out sales checks.	
4.6	Determine how and when to close a sale.	
4.7	Recognize the importance of credit as a selling tool.	
4.8	Translate product knowledge into customer benefits.	
4.9	Handle customer complaints according to store policy.	
4.10	Describe the store's credit policies, terms, and credit plans.	

Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 4: The learner will demonstrate a working knowledge of all steps involved in the sales process.

Objectives	Measures
4.11 Handle sales where merchandise alterations are needed.	
4.12 Recognize that stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register, or ringing the sale onto the wrong key.	
4.13 Analyze customer needs.	
4.14 Handle C.O.D. sales, lay-away sales, and installment credit sales.	
4.15 Process checks received in payment for merchandise purchased.	
4.16 Fill mail or telephone orders for merchandise.	
4.17 Arrange stock in a selling department by color, size, style, price, etc.	
4.18 Recognize effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.	
4.19 Determine a cash register error, the amount, and how to correct it on the proper form.	
4.20 Maintain proper records of cash received and bad deposits to prevent losses.	

Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 4: The learner will demonstrate a working knowledge of all steps involved in the sales process.

Objectives	Measures
4.21 Multiply and extend figures with facility.	
4.22 Add columns of figures with facility.	
4.23 Compute postal and mail charges for delivery of merchandise to customers.	
4.24 Balance cash and total sales for the department and/or cash register at the end of the day.	
4.25 Compute local, state, and federal taxes which must be applied in the sale of goods.	
4.26 Compute employee discounts, delivery charges, alteration charges, lay-away charges, etc.	
4.27 Figure markup percent on individual items, on merchandise orders, and on merchandise carried in stock throughout a designated period.	
4.28 Determine costs of merchandise after figuring quantity and trade discounts which the manufacturer offers.	
4.29 Use and interpret transportation rate schedules in determining transportation charges.	
4.30 Figure retail price line on item of merchandise when quoted its cost price.	

Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 4: The learner will demonstrate a working knowledge of all steps involved in the sales process.

Objectives	Measures
4.31 Make change and use the cash register.	
4.32 Calculate the exact amount of a customer's purchase.	
4.33 Describe the ways to interpret the features of a product in terms of benefits to customers.	
4.34 Demonstrate the ways to show than an item of merchandise is suited for the purpose the customer has in mind.	
4.35 Show or display merchandise to create interest and desire in customers.	
4.36 Get merchandise into the customers' hands to create desire or interest in customers.	
4.37 Adapt to the personality and needs of customers.	
4.38 Avoid misrepresentations of people, products, and policies.	
4.39 Exercise self-control during trying situations.	
4.40 Describe how to substitute items that are used for formerly well-known products, what they are substitutes for, and superior points of the substitutes.	

Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 4: The learner will demonstrate a working knowledge of all steps involved in the sales process.

Objectives	Measures
4.41 Answer a customer's questions satisfactorily, showing sufficient knowledge of the merchandise.	
4.42 Write saleschecks legibly so that errors in delivery, quantities, and amounts charged can be eliminated.	
4.43 Determine how to authorize customer checks according to the store's policies.	
4.44 Determine the procedures for handling mail and telephone orders in response to ads.	
4.45 Analyze merchandise returned as unsatisfactory by customers to determine reasons for poor performance.	
4.46 Use facts about the merchandise itself when helping a customer make a buying decision.	
4.47 Build a sales talk around merchandising selling features.	
4.48 Wrap and pack a customer's purchase according to size, shape, and weight of the item purchased.	

VOCATIONAL EDUCATION
MARKETING EDUCATION

Grade Level: 10-12 Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 5: The learner will describe the importance of a marketing plan to the success of the sales effort.

Objectives		Measures
5.1	Demonstrate how to set prices on goods and services that will cover the cost of operation and yield a profit.	Competency measures in this course available from IDECC--Random Access Test Bank (RATB).
5.2	Explain time payment principles.	
5.3	Determine the price of merchandise being purchased in a lesser quantity than that originally multiple priced.	
5.4	Make change quickly and accurately.	
5.5	Prepare cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods.	
5.6	Describe how carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.	
5.7	Describe the store's price-line structure and pricing policies.	
5.8	Interpret the ways prices psychologically affect consumers.	
5.9	Demonstrate the ways to best use product information or merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well-informed.	

Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 5: The learner will describe the importance of a marketing plan to the success of the sales effort.

Objectives	Measures
5.10 Identify how factors such as transportation, discounts, and cost price effect the retail price of merchandise.	
5.11 Describe the store's procedures for recording markups and markdowns, additional markups, and revisions of retail markdowns.	
5.12 Make effective use of current trends in sales, customer buying habits, styles, etc.	
5.13 Use timely advertising, markdowns, special sales, and sales force incentives to stimulate sales.	
5.14 Demonstrate that complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.	
5.15 Describe how the prompt payment for purchases from manufacturers provides a profit cushion (cash discount) which is often the difference between profit and loss for a store.	
5.16 Recognize that the customer is the determining factor in buying merchandise for a retail store or department.	
5.17 Interpret the important benefits--both short- and long-range--derived from keeping the public as much aware of the store's image as possible.	

Skills/Subject Area: Sales Fundamentals

COMPETENCY GOAL 5: The learner will describe the importance of a marketing plan to the success of the sales effort.

Objectives	Measures
5.18 Communicate a sufficient understanding of the terms and limits of different type accounts to credit applicants.	
5.19 Represent the business favorably to customers and outside business associates.	
5.20 Describe how the store's participation in local community fund-raising events usually creates good will toward the store from the public.	

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;

2. should provide students with the specific competencies needed to gain employment or to continue their education;

3. should provide students with the skills necessary to cope with contemporary society;

4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;

5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;

6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;

7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:
  (1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.
  (2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.
  (3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.
  (4) "Competency goals" means the ends toward which student learning is directed.
  (5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:
  (1) citizenship, including the social studies-economics, history, government, sociology and human relations;
  (2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;
  (3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;
  (4) healthful living, including personal and community health, physical education, recreation, and safety;
  (5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;
  (6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:

(A) four course units in English;

(B) two course units in mathematics;

(C) two course units in social studies; one unit in government and economics, and one unit in United States history;

(D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;

(E) one course unit in physical education and health;

(F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Course Units	Subjects
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)
20	Total Course Units

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	22

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES	MEASURES
1.1 Identify changes which have occurred in Europe and/or the Soviet Union.	1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.
	1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.
1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.	1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.
	1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

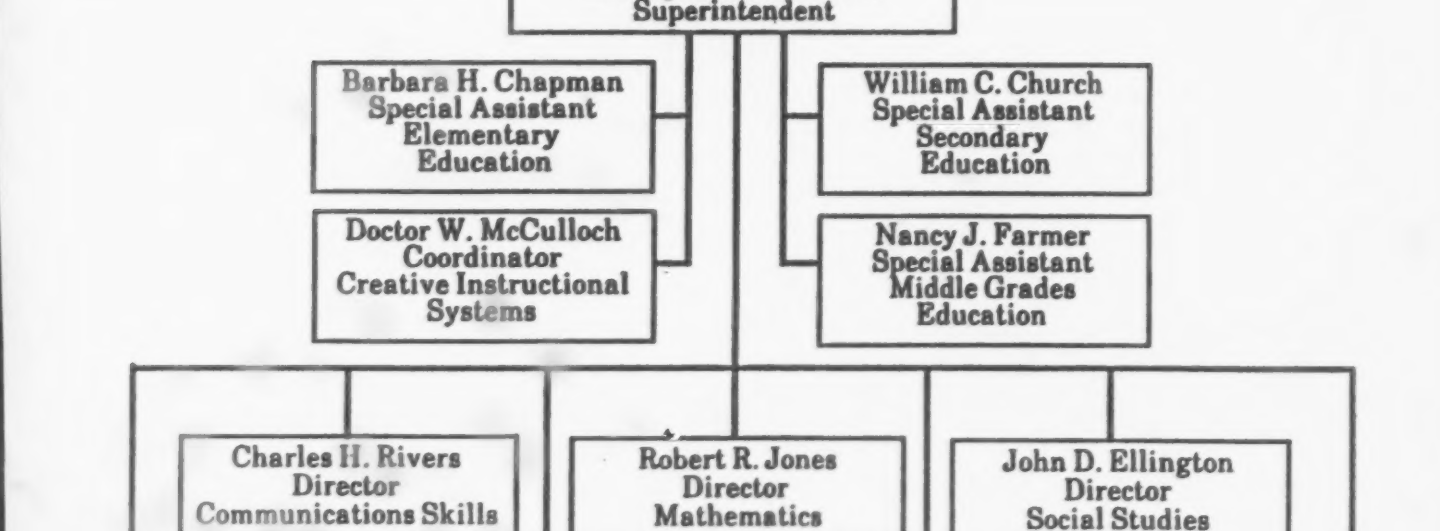
In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

INSTRUCTIONAL SERVICES



APPENDIX H

APPENDIX I

Suggestions for Additions to or Revisions of the

North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____
(e.g., Mathematics, Social Studies, Science)

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

Introduction	/ /	
Competency Goal	/ /	Number: _____
Objective	/ /	Number: _____
Measure	/ /	Number: _____

5. SUGGESTION: _____

_____

_____

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_____

_____

6. Name of person submitting suggestion: _____
Place of employment: _____
Employed as: _____
Address: _____

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611